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ABSTRACT

A study was conducted to determine the most effective procedures being used by agricultural education teachers in conducting young farmer programs in Virginia. A questionnaire containing 111 procedures was developed and administered to 83 young farmer teachers from approximately 80 percent of the Virginia departments with young farmer programs. The procedures were classified under five categories: (1) locating and enrolling young farmer members; (2) determining instructional needs; (3) planning instructional programs; (4) providing instruction; and (5) evaluating results. The teachers rated the procedures they had used as being very effective, above average, average, below average, or not effective. The procedures in each category were ranked according to their mean effectiveness scores. Recommendations for their use were based on the teachers' ratings and the percentage of teachers who had used the procedures. T-Test comparisons were made between mean ratings of procedures and the number of years the teachers had taught young farmers. From these comparisons it was concluded that more experienced agricultural education teachers in Virginia tended to rate some procedures used in conducting young farmer programs at a higher rate of effectiveness than less experienced teachers. It was recommended that the inservice training guide for young farmer programs should be revised to include the procedures that were identified as more effective in this study; and those procedures rated most effective should be used as a guide in conducting young farmer programs in Virginia. (Author/KC)

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THE ROLE OF THE AGRICULTURAL EDUCATION TEACHER IN THE YOUNG FARMER PROGRAM OF VIRGINIA

BY

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AGRICULTURAL EDUCATION PROGRAM

SCHOOL OF AGRICULTURE AND APPLIED SCIENCES

VIRGINIA STATE UNIVERSITY

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ABSTRACT

The purpose of this study was to determine the most effective procedures being used by agricultural education teachers in conducting young farmer programs in Virginia. A questionnaire containing 111 procedures was developed and administered to 83 young farmer teachers. This number of teachers represented approximately 80 percent of the Virginia departments with young farmer programs.

The procedures were classified under five categories, (1) locating and enrolling, (2) determining instructional needs, (3) planning instructional programs, (4) providing instruction and (5) evaluation. The teachers rated the procedures they had used as being very effective, above average, average, below average or not effective. The procedures in each category were ranked according to their mean effectiveness scores. Recommendations for their use were based on the teachers' ratings and the percentage of teachers who had used the procedures.

T-Test comparisons were made between mean ratings of procedures and the number of years the teachers had taught young farmers. From these comparisons it was concluded that more experienced agricultural education teachers in Virginia tend to rate some procedures used in conducting young farmer programs at a higher rate of effectiveness than less experienced teachers.

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CHAPTER I

PURPOSES AND PROCEDURES

INTRODUCTION

The young farmer program is but one phase of the total agricultural education program in Virginia. In most school programs it compliments the in-school and adult aspects of the program. Some training in conducting young farmer programs is provided for the undergraduate. However, the primary emphasis is on the in-school facet of the program.

As the author of this study attempted to guide the development of a class preparing to teach young farmers, the idea for this study was developed. An abundance of suggested methods and techniques to use in conducting young farmer programs was found. However, which of these procedures should the inexperienced teacher use? Would this new teacher have to experiment with many procedures for several years to find out which methods were the best to use? This study was an attempt to answer and provide guidance to those teachers having these types of questions.

OBJECTIVES

The major objective of this study was to determine the role of the agricultural education teacher in the Young Farmer Program of Virginia.

Specifically, the study was designed to:

1. Determine the extent to which agricultural education teachers in Virginia are using certain procedures in conducting their young farmer programs.

2. Determine the effectiveness of the procedures being used in conducting young farmer programs in Virginia.

3. Compile a data base from which a practitioner's guide can be developed and used (1) as a basic format for the Agricultural Education 341 course at Virginia State University, (2) in the agricultural education student teacher program at Virginia State University and (3) by teachers of agricultural education in Virginia.

METHODS

The following methods were used in conducting the study:

1. A role evaluative instrument was developed through a review of an ERIC search, pertinent periodicals and copies of unpublished studies conducted by teacher training institutions offering agricultural education programs.

2. Cooperation was secured from the associate director and the supervisors of agricultural education within the State.

3. Each supervisor identified several teachers within his area who operated outstanding young farmer programs.

4. Interviews were conducted with six young farmer teachers (one within each supervisory area) to test the questionnaire and make suggestions for improvements.

5. The questionnaire was revised in terms of the suggestions made by the six selected teachers of young farmers.

6. All teachers with one or more years of young farmer teaching experience were asked to complete the questionnaire at an area meeting.

7. The data were summarized and a statistical analysis was performed using the SPSS (Statistical Package for the Social Sciences) program. Mean scores were computed and T-Tests were performed.

8. From an analysis of the data, recommendations were made as to which procedures should be used in conducting the young farmer phase of the agricultural education program in Virginia.

CHAPTER II

FINDINGS

The following five categories were used for clarification and ease of understanding:

1. Locating and Enrolling
2. Determining Instructional Needs
3. Planning Instructional Programs
4. Providing Instruction
5. Evaluation

A questionnaire was used to obtain the data from 83 young farmer teachers throughout Virginia. This number represented approximately 80 percent of the departments with young farmer programs. Only teachers with one year or more of experience were asked to participate in the study.

Demographic data which were collected include: department staffing, years of experience teaching agriculture, years of experience teaching young farmers, school instructional level, number of teachers provided extra reimbursement, and number of organizations affiliated with the State Association of Young Farmers.

The respondents were asked to rate statements about their experiences in teaching young farmers. Their ratings were recorded on a one to five scale signifying opinions ranging from "not effective" to "very effective". From the teachers' ratings the procedures were ranked by category according to their mean effectiveness scores. The scores were compared to determine if there was any significant difference between the scores and the number of years the teachers had taught young farmers.

DEMOGRAPHIC INFORMATION

Department Staffing

Data were received from 83 respondents who had experience teaching young farmers. Table 1 indicates the various staffing in the agricultural education departments. More than 75 percent of the teachers were in one and two teacher departments.

TABLE 1

NUMBER OF TEACHERS PER AGRICULTURAL EDUCATION DEPARTMENT OF 83 YOUNG FARMER TEACHERS IN VIRGINIA, 1981

Department Staffing	Responses Number	Percent
1 Teacher	24	28.9
2 Teachers	39	47.0
3 Teachers	10	12.1
4 Teachers	9	10.8
5 Teachers	0	
6 Teachers	1	1.2
TOTALS	83	100.0
AVERAGE	2.1	

Experience Teaching Agriculture

Approximately one-half (49.4) percent of the respondents had less than 10 years of experience teaching agriculture. Table 2 shows the years of experience of the respondents. The average number of years of experience teaching agriculture was 12.7 years.

TABLE 2

YEARS OF AGRICULTURAL TEACHING EXPERIENCE OF 83 YOUNG FARMER TEACHERS IN VIRGINIA, 1981

Teaching Experience in Years	Responses Number	Percent
1 to 4	21	25.3
5 to 9	20	24.1
10 to 14	11	13.3
15 to 19	11	13.3
20 to 24	9	10.8
25 to 29	5	6.0
30 to 34	4	4.8
35 to 39	2	2.4
TOTALS	83	100.0
AVERAGE	12.7	

Experience Teaching Young Farmers

The majority of the participants also had less than 10 years of experience teaching young farmers. A total of 51 (61.5 percent) of the teachers had from one to nine years of experience teaching young farmers. The average number of years of experience teaching young farmers was 9.2 years.

TABLE 3

YEARS OF YOUNG FARMER TEACHING EXPERIENCE OF 83 YOUNG FARMER TEACHERS IN VIRGINIA, 1981

Young Farmer Teaching Experience in Years		Responses Number	Percent
1 to 4		29	35.0
5 to 9		22	26.5
10 to 14		9	10.8
15 to 19		8	9.7
20 to 24		6	7.2
25 to 29		4	4.8
30 to 34		2	2.4
No response		3	3.6
	TOTALS	83	100.0
	AVERAGE	9.2	

School Instructional Level

Table 4 indicates that only 12 percent of the respondents were engaged in instruction at the junior high level. Some of the teachers taught at both the junior and senior levels. However, the majority of the teachers taught at senior high schools.

TABLE 4

SCHOOL INSTRUCTIONAL LEVEL OF 83 YOUNG FARMER TEACHERS IN VIRGINIA, 1981

Instructional Level	Responses Number	Percent
Junior High	10	12.0
Senior High	62	74.7
Combination	11	13.3
TOTALS	83	100.0

Extra Reimbursement

Table 5 shows that all of the respondents received an extra reimbursement for conducting the young farmer program.

State Affiliation

Table 6 displays the State affiliation of the young farmers programs. Only a few, 4.8 percent, of the teachers were responsible for organizations which were not members of the Virginia Association.

TABLE 5

EXTRA REIMBURSEMENT FOR YOUNG FARMER INSTRUCTION RECEIVED BY 83 YOUNG FARMER TEACHERS IN VIRGINIA, 1981

Extra Reimbursement	Responses Number	Percent
Yes	83	100.0
No	0	0.0
TOTALS	83	100.0

TABLE 6

NUMBER OF YOUNG FARMER TEACHERS RESPONSIBLE FOR ORGANIZATIONS AFFILIATED WITH THE YOUNG FARMERS OF VIRGINIA 1981

State Affiliation	Responses Number	Percent
Yes	79	95.2
No	4	4.8
TOTALS	83	100.0

RATINGS OF PROCEDURES USED

The teachers were asked to rate only those procedures which they had used. They were asked to circle "yes" if they had used the procedure and then rate its effectiveness by circling the appropriate level of effectiveness. The level of effectiveness was designated by the numbers one to five, with a score of one being rated as not effective, two as below average, three as average, four as above average and five as very effective in conducting the young farmer programs. The procedures were placed in order of rank from very effective to not effective.

Locating and Enrolling Members

Table 7 gives the weighted ranking of procedures used by teachers in locating and enrolling members. The procedures are ranked according to their average effectiveness using mean scores as rated by those teachers who had actually used the procedures. The procedure to receive the highest ranking (mean of 4.09) in this category was used by 79 (95 percent) of the teachers included in the study. By their ratings, they indicated that "Personal contact, face to face, by the instructor, on the member's farm or business," was an above average procedure for locating and enrolling members.

The next two procedures receiving the highest ratings (mean of 3.99) for locating and enrolling young farmer members was the use of "Present young farmer member," and "Former students".

TABLE 7

WEIGHTED RANKING OF PROCEDURES USED BY 83 AGRICULTURAL EDUCATION TEACHERS IN LOCATING AND ENROLLING MEMBERS IN YOUNG FARMER PROGRAMS IN VIRGINIA, 1981

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
1.	Personal contact, face-to-face, by the instructor on the member's farm or business.	79	95	4.09
2.	Present young farmer members.	76	92	3.99
3.	Former students.	73	88	3.99
4.	Invite members through use of phone calls.	71	86	3.47
5.	Adult farmers.	63	76	3.38
6.	Obtain necessary adminstrative approval and support--discuss potential advantages to the school.	67	81	3.27
7.	Invite members through use of post cards.	55	66	3.18
8.	Invite members through use of letters.	62	75	3.08
9.	Members of community organizations.	57	69	3.07
10.	Conduct a membership drive each year.	48	58	2.96

TABLE 7 (Continued)

Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
	Number	Percent	
11. Advisory council members.	48	58	2.92
12. Other teachers.	53	64	2.76
13. Invite members through the use of newspaper announcements.	48	58	2.63
14. Invite members through the use of radio announcements.	32	39	2.47

*Scale: 1 = Not Effective, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Very Effective

These procedures had been used by 92 and 88 percent of the teachers respectively and were almost in the above average group.

It can be observed in Table 7 that the last five procedures were rated below average in effectiveness. Also, these five procedures were the only procedures in the study to be rated less than average in effectiveness.

The range in mean weighted effectiveness of the procedures used in locating and enrolling members was from 4.09 to 2.47.

Determining Instructional Needs

The data in Table 8 reveals the teachers' ratings of the effectiveness of each procedure used in determining the instructional needs of the members of the young farmer programs. Only one procedure received an above average rating (mean of 4.10) by the young farmer teachers involved in the study. This procedure, "Survey present members," was used by 78 of the teachers (94 percent). The remaining procedures in this category were rated as average in effectiveness and were used by more than 50 percent of the teachers.

Only one other procedure, "Review the previous years instructional programs to determine what has been taught, previous problems discussed and the results obtained," in the average group was used by more than 90 percent of the participants.

The range in mean weighted effectiveness of the procedures used in determining the instructional needs of the members was from 4.10 to 3.02.

Planning Instructional Programs

The teachers' ratings of each procedure used in planning the instructional programs of the young farmer organizations is shown in Table 9. Three of the 27 procedures in this category were rated above average. While the remaining procedures received an average rating, none of the procedures fell into the below average or not effective groups.

The first two procedures, 1. "Include recreation and social gatherings with families of members during the year," and 2. "Keep objectives simple," were used by more than three-fourths of the teachers who participated. However, the third procedure to be rated above average, 3. "Hold an annual banquet," was used by somewhat less than three-fourths of the teachers (64 percent). The next three procedures:

TABLE 8

WEIGHTED RANKING OF PROCEDURES USED BY 83 AGRICULTURAL EDUCATION TEACHERS IN DETERMINING INSTRUCTIONAL NEEDS OF YOUNG FARMERS IN VIRGINIA, 1981

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
1.	Survey present members.	78	94	4.10
2.	Consider the objectives of agricultural agencies such as the Agricultural Extension Service, Soil Conservation Service, etc.	74	89	3.81
3.	Consider the economic goals of the members.	67	81	3.76
4.	Consider the work experience in the members.	75	90	3.68
5.	Survey successful farmers.	68	82	3.66
6.	Survey teachers with existing programs.	62	75	3.65
7.	Survey successful agricultural businessmen.	60	72	3.62
8.	Review the previous years instructional programs to determine what has been taught, previous problems discussed and the results obtained.	77	93	3.55
9.	Participate in community activities.	70	84	3.54

TABLE 8 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
10.	Survey specialists from agricultural agencies.	69	83	3.49
11.	Consider the educational level of the members.	72	87	3.47
12.	Consider the objectives of local farm organizations.	65	78	3.37
13.	Use data secured from farming programs of members--such as production yields in relation to county and state average.	62	75	3.32
14.	Survey advisory council members.	42	51	3.31
15.	Consider the family goals of the members.	58	70	3.19
16.	Survey former members.	48	58	3.13
17.	Consider the social goals of the members.	49	59	3.02

*Scale: 1 = Not Effective, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Very Effective

TABLE 9

WEIGHTED RANKING OF PROCEDURES USED BY 83 AGRICULTURAL EDUCATION TEACHERS IN PLANNING INSTRUCTIONAL PROGRAMS OF YOUNG FARMERS IN VIRGINIA, 1981

	Procedures	Teachers Who Use The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
1.	Include recreation and social gatherings with families of members during the year.	65	78	4.11
2.	Keep objectives simple.	79	95	4.00
3.	Hold an annual banquet.	53	64	4.00
4.	Include tours of selected farms or businesses.	76	92	3.97
5.	Prepare a list of topics or subjects from which the members can choose.	72	87	3.97
6.	Provide proper ventilation, good lighting, adequate heat and comfortable seats informally arranged.	72	87	3.88
7.	Have planning or executive committee study the needs of the group and submit the proposed activities to the membership for final acceptance.	57	69	3.84
8.	Schedule tentative dates according to logical sequence, seasonality and number of sessions needed for each subject.	67	81	3.84

TABLE 9 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
9.	Schedule meetings far in advance and be very hesitant to switch dates of meetings and activities.	76	92	3.83
10.	Send copies of program of activities to members.	64	77	3.78
11.	Include activities on improving the home farm during the year.	70	84	3.77
12.	Work closely with FFA-related activities.	64	77	3.67
13.	Include community service activities during the year.	63	76	3.68
14.	Have each member serve on at least one committee and be charged with carrying out certain activities.	52	63	3.64
15.	Utilize specific committees to carry out young farmer functions.	64	77	3.61
16.	Send copies of program of activities to consultants, specialists and resource personnel.	53	64	3.57
17.	Hold regular meetings of the executive committee to plan meeting agenda.	53	64	3.55

TABLE 9 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
18	Include competitive events during the year.	63	76	3.54
19.	Hold joint meetings with other agricultural groups during the year.	63	76	3.52
20.	After a resource person has made a presentation the instructor should plan to summarize the presentation.	57	69	3.49
21.	Include leadership activities during the year.	61	73	3.48
22.	Have members attend state and national meetings and report to local chapter.	66	80	3.47
23.	Send copies of the program of activities to the school administration.	58	70	3.47
24.	Include cooperative buying or marketing activities during the year.	50	60	3.46

TABLE 9 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
25.	Prepare news articles for the local paper.	64	77	3.42
26.	Invite state officers to speak to the group.	46	55	3.35
27.	Provide leadership training for officers at separate meetings from the members.	38	46	3.24

*Scale: 1 = Not Effective, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Very Effective

1. Include tours of selected farms or businesses.

2. Prepare a list of topics or subjects from which the members can choose.

3. Provide proper ventilation, good lighting, adequate heat, and comfortable seats informally arranged.

were used by a very high percentage of the teachers and were also ranked at the top of the average scale as far as effectiveness was concerned. The remaining twenty-one procedures used in planning the instructional program received average ratings, with the ratings dropping gradually.

Only one of the procedures was used by less than 50 percent of the teachers. It received a mean effectiveness score of 3.24, which was the lowest score within this category.

The range in mean weighted effectiveness of the procedures used in planning the instructional programs of the young farmer organizations was from 4.11 to 3.24.

Providing Instruction

Table 10 lists 46 procedures used in providing instruction for members of young farmer organizations in Virginia. The first eleven procedures received an above average rating in terms of their effectiveness; whereas, the remaining 35 procedures received an average rating. No procedures in this category received a below average or not effective rating. The procedure to receive the highest rating (4.28) in this group, "Use resource persons," also received the highest rating of all procedures in the study.

Only one procedure of the eleven to receive an above average rating was being used by less than 92 percent of the young farmer teachers. However, this procedure was being used by 86 percent of the teachers and received a mean score of 4.13.

Of the 35 procedures rated average in effectiveness, only four were used by less than 75 percent of the teachers. Of this group of four, the two procedures which follow were used by 67 and 65 percent respectively:

TABLE 10

WEIGHTED RANKING OF PROCEDURES USED BY 83 AGRICULTURAL EDUCATION TEACHERS IN PROVIDING INSTRUCTION FOR YOUNG FARMERS IN VIRGINIA, 1981

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
1.	Use resource persons.	78	94	4.28
2.	Use demonstrations.	79	95	4.25
3.	Encourage informality by making all members feel welcome and a part of the group.	76	92	4.21
4.	Use field trips.	75	90	4.20
5.	Use less formal teaching techniques than for high school classes.	79	95	4.18
6.	Encourage informality by the use of first names.	78	94	4.15
7.	Use informal discussions.	75	90	4.13
8.	Encourage informality by providing light refreshments.	71	86	4.13
9.	Use tours.	76	92	4.12
10.	Be careful not to "talk down" to members.	77	93	4.09

TABLE 10 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
11.	Encourage informality by learning the name of each member as soon as possible.	77	93	4.07
12.	Avoid monopolizing the discussion.	74	89	3.95
13.	Begin and close on time.	76	92	3.93
14.	Encourage informality by informal seating arrangements.	78	94	3.92
15.	Encourage informality by informal dress.	79	95	3.89
16.	Speak to the class rather than to the chalkboard.	79	95	3.89
17.	Use a variety of instructional methods.	79	95	3.87
18.	Use on-farm instruction.	72	87	3.86
19.	Create a learner-centered atmosphere by being a good listener.	77	93	3.84
20.	Present lessons in simple, understandable terms.	77	93	3.83

TABLE 10 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
21.	Create a learner centered atmosphere by encouraging everyone to participate.	76	92	3.82
22.	Encourage everyone to speak loud enough to be heard.	73	88	3.81
23.	In discussions, use words that are familiar, short, vivid and concrete.	77	93	3.81
24.	Use group projects.	56	67	3.79
25.	Create a learner-centered atmosphere by encouraging members to share experiences.	77	93	3.78
26.	Use emphasis in the voice to avoid monotone.	77	93	3.78
27.	Deal with the actual problem and use common materials for purposes of illustration.	76	92	3.72
28.	Conduct meetings with dispatch, yet with consideration and courtesy to all.	72	87	3.72
29.	Avoid repetition of "pet" words or phrases.	72	87	3.71

TABLE 10 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
30.	State the title of the topic in concise understandable terms that are meaningful to the learners.	76	92	3.68
31.	Create a learner-centered atmosphere by involving members in group interaction.	76	92	3.67
32.	Create a learner-centered atmosphere by encouraging members to ask relevant questions.	75	90	3.67
33.	Use a subject-related joke when needed to arouse fresh interest.	71	86	3.65
34.	Use panel discussions.	40	48	3.65
35.	Create a learner-centered atmosphere by fostering a "one for all and all for one" spirit among the group.	69	83	6.34
36.	Follow your teaching plan to prevent wandering from the subject.	68	82	3.62
37.	Provide for small group or individual instruction as needed.	69	83	3.61
38.	Personalize the instruction by using the possessive form of "you."	70	84	3.57

TABLE 10 (Continued)

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
39.	Proceed from the easy to the difficult and simple to complex.	69	83	3.55
40.	State thoughts positively without being dogmatic.	76	92	3.53
41.	Create a learner-centered atmosphere by expressing a desire to take class members into partnership as teachers.	54	65	3.52
42.	Create a learner-centered atmosphere by finding out what each person already knows.	67	81	3.51
43.	Use the lecture with question and answer session afterwards.	68	82	3.47
44.	Provide a display of current agricultural magazines.	63	76	3.41
45.	Conduct meetings according to correct parliamentary procedure to insure fairness and efficiency.	68	82	3.37
46.	Use course or activity completion certificates.	41	49	3.24

*Scale: 1 = Not Effective, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Very Effective

1. Use group projects.

2. Create a learner-centered atmosphere by expressing a desire to take class members into partnership as teachers.

The other two procedures in this group are as follows and were used by 48 and 49 percent of the teachers respectively:

1. Use panel discussions.

2. Use course or activity completion certificates.

It should be noted that the procedure "Use panel discussions," received a mean score rating of 3.65, whereas, the "Use of course or activity completion certificates," received a mean score rating of only 3.24, the lowest rating in this category.

The range in mean weighted effectiveness of the procedures used in providing instruction for members of the young farmer programs was from 4.28 to 3.24.

Evaluation

The data in Table 11 reveals the teachers' rating of each procedure used in evaluating the young farmer programs. All seven procedures received an average rating. "Use findings of the evaluation to obtain public support," received the highest mean score of 3.91. The evaluation "Should be a continuous process based on program objectives was used by the highest member of teacher, 71 (86 percent). The procedure, "Coordinate with the agricultural education advisory council," was used by the lowest percentage (55) of teachers and also received the lowest rating in this category.

The range in mean weighted effectiveness of the procedures used in evaluating the young farmer programs was from 3.91 to 3.46.

TABLE 11

WEIGHTED RANKING OF PROCEDURES USED BY 83 AGRICULTURAL EDUCATION TEACHERS IN EVALUATING YOUNG FARMER PROGRAMS IN VIRGINIA, 1981

	Procedures	Teachers Who Used The Procedures		Effectiveness (*Mean Scores)
		Number	Percent	
1.	Use findings of the evaluation to obtain public support.	67	81	3.91
2.	Use findings of the evaluation to improve the program.	70	84	3.87
3.	Instruments should be brief and uncomplicated.	68	82	3.75
4.	Should be a continuous process based upon program objectives .	71	86	3.69
5.	Make use of informal evaluations, such as utilization of planning committees.	58	70	3.64
6.	Make use of informal evaluations, such as informal discussion with community leaders.	65	78	3.59
7.	Coordinate with the agricultural education advisory council.	46	55	3.46

*Scale: 1 = Not Effective, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Very Effective

T-TEST COMPARISONS

T-Test comparisons were made between mean ratings of procedures to determine if there was any significant difference in their ratings due to years of experience in teaching young farmers. The teachers were divided into three groups of approximately equal size for comparisons. The least experienced group had taught young farmers from 1 to 4 years. The middle experienced group had taught young farmers from 5 to 12 years. The most experienced group had taught young farmers from 13 to 34 years. Only the procedures which were significant at the .05 level of significance are presented. The procedures are placed in the same order as they were listed on the questionnaire.

Locating and Enrolling Members

No significant differences existed when the means of the three groups in this category were compared.

Determining Instructional Needs

No significant differences existed when the means of the least experienced (1 to 4 years) group were compared to the means of the middle experienced (5 to 12 years) group and the most experienced (13 to 34 years) group. Significant differences did appear when the means of the middle experienced group were compared with the mean of the most experienced group of young farmer teachers. Table 12 illustrates the comparisons of the three procedures found significant in this category.

Planning Instructional Programs

Table 13 shows that only two procedures were found significant when the means of the least experienced group were compared to the most experienced group. No significant difference was found when the middle experience group was compared to the least experienced group.

Table 14 points out the six procedures that were significant when the middle experienced group means were compared to the means of the most experienced group.

TABLE 12

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN DETERMINING INSTRUCTIONAL NEEDS OF YOUNG FARMERS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

	Mean, Standard Deviation of Procedure Effectiveness				
	5-12 Years		13-34 Years		
Procedures Significant at the .05 Level	$\overline{X}$	SD	$\overline{X}$	SD	T-Value
Consider the family goals of the members.	2.83	0.9	3.48	0.6	2.67
Consider the social goals of the members.	2.58	0.7	3.29	1.1	2.28
Consider the economic needs of the members.	3.39	0.9	3.96	0.7	2.36

TABLE 13

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN PLANNING THE INSTRUCTIONAL PROGRAMS FOR YOUNG FARMERS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

	Mean, Standard Deviation of Procedure Effectiveness				
	1-4 Years		13-34 Years		
Procedures Significant at the .05 Level	$\bar{X}$	SD	$\bar{X}$	SD	T-Value
Include leadership activities during the year.	3.31	0.8	3.88	0.9	2.08
Have members attend state and national meetings and report to local chapter.	3.00	1.2	3.96	1.0	2.76

TABLE 14

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN PLANNING THE INSTRUCTIONAL PROGRAMS FOR YOUNG FARMERS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

Procedures Significant at the .05 Level	Mean, Standard Deviation of Procedure Effectiveness: 5-12 Years $\bar{X}$	5-12 Years SD	13-34 Years $\bar{X}$	13-34 Years SD	T-Value
Utilize specific committees to carry out young farmer functions.	3.10	1.2	3.96	1.1	2.56
Include community service activities during the year.	3.24	1.1	4.00	0.7	2.73
Include activities on improving the home farm during the year.	3.48	1.0	4.04	0.5	2.50
Schedule tentative dates according to logical sequence, seasonality and number of sessions needed for each subject.	3.55	1.1	4.13	1.1	2.08
Work closely with FFA-related activities.	3.20	1.1	3.96	1.1	2.31
Have members attend state and national meetings and report to local chapter.	3.23	1.1	3.96	1.0	2.45

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Providing Instruction

No significant difference existed between the means of the least experienced group and the middle experienced group. Table 15 displays the comparisons of the eight procedures which were significant when the means of the least experienced group were compared with the means of the most experienced group. Thirteen procedures were significant when the means of the most experienced group were compared with the middle experienced group, as depicted in Table 16.

This category contained the largest number of procedures with means of significant differences. However, it also contained the largest number of procedures.

Evaluation

Comparisons of the seven procedures in this group revealed three procedures with differences that were significant at the .05 level of significance. Table 17 and 18 illustrates the comparisons in this category.

TABLE 15

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN PROVIDING INSTRUCTION FOR YOUNG FARMERS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

	Mean, Standard Deviation of Procedure Effectiveness				
	1-4 Years		13-34 Years		
Procedures Significant at the .05 Level	$\bar{X}$	SD	$\bar{X}$	SD	T-Value
Create a learner-centered atmosphere by fostering a "one for all and all for one" spirit among the group	3.50	0.8	4.13	1.0	2.36
Create a learner-centered atmosphere by encouraging members to ask relevant questions.	3.42	1.0	4.08	0.8	2.57
Provide for small group or individual instruction as needed.	3.46	1.0	4.12	0.8	2.64
State the title of the topic in concise understandable terms that are meaningful to the learners.	3.60	0.8	4.11	0.8	2.34
Deal with the actual problem and use common materials for purposes of illustration.	3.44	1.0	4.11	0.7	2.78
Be careful not to "talk down" to members.	3.92	1.0	4.44	0.6	2.22

TABLE 15 (Continued)

Procedures Significant at the .05 Level	Mean, Standard Deviation of Procedure Effectiveness 1-4 Years $\bar{X}$	SD	13-34 Years $\bar{X}$	SD	T-Value
Encourage everyone to speak loud enough to be heard.	3.64	0.8	4.24	0.7	2.76
Use a subject-related joke when needed to arouse fresh interest.	3.44	0.9	3.96	0.9	2.18

TABLE 16

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN PROVIDING INSTRUCTION FOR YOUNG FARMERS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

	Mean, Standard Deviation of Procedure Effectiveness				
	5-12 Years		13-34 Years		
Procedures Significant at the .05 Level	$\bar{X}$	SD	$\bar{X}$	SD	T-Value
Use a variety of instructional methods.	3.54	1.2	4.26	0.7	2.58
Use on-farm instruction.	3.55	1.2	4.22	0.9	2.17
Create a learner-centered atmosphere by finding out what each person already knows.	3.18	0.8	3.76	1.0	2.07
Create a learner-centered atmosphere by expressing a desire to take class members into partnership as teachers.	3.00	0.8	3.86	1.0	2.89
Create a learner-centered atmosphere by fostering a "one for all and all for one" spirit among the group.	3.30	0.8	4.13	1.0	2.98
Provide for small group or individual instruction as needed.	3.11	1.2	4.12	0.8	3.01
State the title of the topic in concise understandable terms that are meaningful to the learners.	3.30	1.1	4.11	0.8	3.05

TABLE 16 (Continued)

Procedures Significant at the .05 Level	Mean, Standard Deviation of Procedure Effectiveness 5-12 Years $\bar{X}$	SD	13-34 Years $\bar{X}$	SD	T-Value
Personalize the instruction by using the possessive form of "you".	3.25	0.8	3.93	1.0	2.65
Proceed from the easy to the difficult and simple to complex.	3.32	0.9	3.85	0.8	2.08
Deal with the actual problem and use common materials for purposes of illustration.	3.61	0.8	4.11	0.7	2.28
Be careful not to "talk down" to members.	3.91	1.0	4.44	0.6	2.28
Use emphasis in the voice to avoid monotone.	3.36	1.1	4.00	0.7	2.41
Encourage everyone to speak loud enough to be heard.	3.55	1.0	4.24	0.7	2.68

TABLE 17

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN EVALUATING YOUNG FARMER PROGRAMS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

	Mean, Standard Deviation of Procedure Effectiveness				
	1-4 Years		13-34 Years		
Procedures Significant at the .05 Level	$\bar{X}$	SD	$\bar{X}$	SD	T-Value
Coordinate with the agricultural education advisory council.	3.18	1.1	3.95	0.7	2.42
Make use of informal evaluations, such as utilization of planning committees.	3.35	0.7	4.00	0.6	3.06

TABLE 18

T-TEST COMPARISON BETWEEN MEAN RATINGS OF EFFECTIVENESS OF PROCEDURES USED IN EVALUATING YOUNG FARMER PROGRAMS IN VIRGINIA BY 83 TEACHERS WITH DIFFERING LEVELS OF EXPERIENCE TEACHING YOUNG FARMERS, 1981

Procedures Significant at the .05 Level	Mean, Standard Deviation of Procedure Effectiveness				
	5-12 Years		13-34 Years		
	$\bar{X}$	SD	$\bar{X}$	SD	T-Value
Coordinate with the agricultural education advisory council.	3.00	0.9	3.95	0.7	2.79
Make use of informal evaluations, such as utilization of planning committees.	3.44	0.9	4.00	0.6	2.21
Use findings of the evaluation to improve the program.	3.67	0.7	4.12	0.8	2.05

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The major purpose of this study was to determine the role of the agricultural education teacher in the Young Farmer Program of Virginia.

The major objectives for the study were as follows:

1. To determine the extent to which agricultural education teachers in Virginia are using certain procedures in conducting their young farmer programs.

2. To determine the effectiveness of the procedures being used in conducting young farmer programs in Virginia.

3. To compile a data base from which a practitioner's guide can be developed and used (1) as a basic format for the Agricultural Education 341 course at Virginia State University, (2) in the agricultural education student teacher program at Virginia State University and (3) by teachers of agricultural education in Virginia.

Data were obtained through a questionnaire administered to 83 young farmer teachers at area agricultural education teachers' meetings. Approximately 80 percent of the teachers with young farmer programs participated in providing data. Only teachers with one or more years of experience teaching young farmers participated in the study.

The 111 procedures were divided into five categories for clarification. The teachers were asked to evaluate the effectiveness of the procedures they had used by circling 1 = not effective, 2 = below average, 3 = average, 4 = above average or 5 = very effective. From the teachers' evaluations, the procedures were ranked by category according to their mean effectiveness scores. In general, the procedures which received the highest ratings in effectiveness were being used by the highest percentage of the teachers.

T-Test comparisons were made between mean ratings of procedures and the number of years the teachers had taught young farmers to determine if there was any significant differences at the .05 level of significance. When comparisons of the procedures between the least experienced (1 to 4 years) group and the middle experienced (5 to 12 years) group were made, no significant differences were found. However, when T-Test comparisons were made between the least experienced group and the most experienced (13 to 34 years) group, 12 procedures were found to be significantly different. Likewise, comparisons between the means of the middle experienced group and the most experienced group, revealed 25 procedures that were significant.

One definite pattern existed in all cases when the means of the procedures significant at the .05 level of one group were compared with the means of another group. The most experienced group generated means higher than both of the other groups. Also, the middle experienced group rated the significant procedures higher than the least experienced group.

Procedures Used in Locating and Enrolling Members

The following procedure was rated above average in effectiveness in locating and enrolling members and was being used by 79 (95 percent) of the young farmer teachers:

> Personal contact, face to face, by the instructor on the member's farm or business.

The following six procedures were rated average in effectiveness and were being used by more than 75 percent of the young farmer teachers in locating and enrolling members:

(1) (Contact) Present young farmer members.

(2) (Contact) Former students.

(3) Invite members through use of phone calls.

(4) (Contact) Adult farmers.

(5) Obtain necessary administrative approval and support--discuss potential advantages to the school.

(6) Invite members through use of letters.

The two procedures that were rated average in effectiveness and were being used by 50 to 75 percent of the young farmer teachers were as follows:

(1) Invite members through use of postcards.

(2) (Contact) Members of community organizations.

The following four procedures were rated below average in effectiveness and were being used by 50 to 75 percent of the young farmer teachers:

(1) Conduct a membership drive.

(2) (Contact) Advisory council members.

(3) (Contact) Other teachers.

(4) Invite members through the use of newspaper announcements.

The following procedure received a below average rating and was being used by 32 (39 percent) of the young farmer teachers:

Invite members through the use of radio announcements.

Procedures Used in Determining Instructional Needs

The following procedure was rated above average in effectiveness in determining the instructional needs and was being used by 78 (94 percent) of the young farmer teachers:

Survey present members.

The following nine procedures were rated average in effectiveness and were being used by more than 75 percent of the young farmer teachers:

(1) Consider the objectives of agricultural agencies such as the Agricultural Extension Service, Soil Conservation Service, etc.

(2) Consider the economic goals of the members.

(3) Consider the work experience of the members.

(4) Survey successful farmers.

(5) Review the previous years instructional programs to determine what has been taught, previous problems discussed and the results obtained.

(6) Participate in community activities.

(7) Survey specialists from agricultural agencies.

(8) Consider the education level of the members.

(9) Consider the objective of local farm organizations.

The following seven procedures received an average rating in effectiveness in determining the instructional needs of young farmer programs and were being used by 50 to 75 percent of the teachers:

(1) Survey teachers with existing programs.

(2) Survey successful agricultural businessmen.

(3) Use data secured from farming program of members - such as production yields in relation to county and state average.

(4) Survey advisory council members.

(5) Consider the family goals of the members.

(6) Survey former members.

(7) Consider the social goals of the members.

Procedures Used in Planning the Instructional Programs

The following two procedures were rated above average in effectiveness and were being used by more than 75 percent of the teachers:

(1) Include recreation and social gatherings with families of members during the year.

(2) Keep objectives simple.

The following procedure was rated above average in effectiveness in planning the instructional programs and was being used by 53 (64 percent) of the young farmer teachers:

Hold an annual banquet.

The following 14 procedures were rated average in effectiveness and were being used by more than 75 percent of the young farmer teachers:

(1) Include tours of selected farms or businesses.

(2) Prepare a list of topics or subjects from which the members can choose.

(3) Provide proper ventilation, good lighting, adequate heat, and comfortable seats informally arranged.

(4) Schedule tentative dates according to logical sequence, seasonality and number of sessions needed for each subject.

(5) Schedule meetings far in advance and be very hesitant to switch dates of meetings and activities.

(6) Send copies of program of activities to members.

(7) Include activities on improving the home farm during the year.

(8) Work closely with FFA-related activities.

(9) Include community service activities during the year.

(10) Utilize specific committees to carry out young farmer functions.

(11) Include competitive events during the year.

(12) Hold joint meetings with other agricultural groups during the year.

(13) Have members attend state and national meeting and report to local chapter.

(14) Prepare news articles for the local paper.

The following nine procedures received an average rating in effectiveness in planning the instructional programs and were being used by 50 to 75 percent of the young farmer teachers:

(1) Have planning or executive committee study the needs of the group and submit the proposed activities to the membership for final acceptance.

(2) Have each member serve on at least one committee and be charged with carrying out certain activities.

(3) Send copies of program of activities to consultants, specialists and resource personnel.

(4) Hold regular meetings of the executive committee to plan meeting agenda.

(5) After a resource person has made a presentation, the instructor should plan to summarize the presentation.

(6) Include leadership activities during the year.

(7) Send copies of the program of activities to the school administration.

(8) Include cooperative buying or marketing activities during the year.

(9) Invite state officers to speak to the group.

The following procedure was rated average in effectiveness and was being used by 38 (46 percent) of the young farmer teachers.

Provide leadership training for officers at separate meetings from the members.

Procedures Used in Providing Instruction

The following 11 procedures were rated above average in effectiveness and were being used by more than 75 percent of the young farmer teachers:

(1) Use resource persons.

(2) Use demonstrations.

(3) Encourage informality by making all members feel welcome and a part of the group.

(4) Use field trips.

(5) Use less formal teaching techniques than for high school classes.

(6) Encourage informality by the use of first names.

(7) Use informal discussions.

(8) Encourage informality by providing light refreshments.

(9) Use tours.

(10) Be careful not to "talk down" to members.

(11) Encourage informality by learning the name of each member as soon as possible.

The following 31 procedures were rated average in effectiveness in providing instruction and were being used by more than 75 percent of the young farmer teachers:

(1) Avoid monopolizing the discussion.

(2) Begin and close on time.

(3) Encourage informality by informal seating arrangements.

(4) Encourage informality by informal dress.

(5) Speak to the class rather than to the chalkboard.

(6) Use a variety of instructional methods.

(7) Use on-farm instruction.

(8) Create a learner-centered atmosphere by being a good listener.

(9) Present lessons in simple, understandable terms.

(10) Create a learner-centered atmosphere by encouraging everyone to participate.

(11) Encourage everyone to speak loud enough to be heard.

(12) In discussions, use words that are familiar, short, vivid and concrete.

(13) Create a learner-centered atmosphere by encouraging members to share experiences.

(14) Use emphasis in the voice to avoid monotone.

(15) Deal with the actual problem and use common materials for purposes of illustration.

(16) Conduct meetings with dispatch, yet with consideration and courtesy to all.

(17) Avoid repetition of "pet" words or phrases.

(18) State the title of the topic in concise understandable terms that are meaningful to the learners.

(19) Create a learner-centered atmosphere by involving members in group interaction.

(20) Create a learner-centered atmosphere by encouraging members to ask relevant questions.

(21) Use a subject-related joke when needed to arouse fresh interest.

(22) Create a learner-centered atmosphere by fostering a "one for all and all for one" spirit among the group.

(23) Follow your teaching plan to prevent wandering from the subject.

(24) Provide for small group or individual instruction as needed.

(25) Personalize the instruction by using the possessive form of "you."

(26) Proceed from the easy to the difficult and simple to complex.

(27) State thoughts positively without being dogmatic.

(28) Create a learner-centered atmosphere by finding out what each person already knows.

(29) Use the lecture with question and answer session afterwards.

(30) Provide a display of current agricultural magazines.

(31) Conduct meetings according to correct parliamentary procedure to insure fairness and efficiency.

The following two procedures received an average rating in effectiveness and were being used by 50 to 75 percent of the young farmer teachers:

(1) Use group projects.

(2) Create a learner-centered atmosphere by expressing a desire to take class members into partnership as teachers.

The following two procedures were also rated average in effectiveness in providing instruction and were being used by less than 50 percent of the young farmer teachers:

(1) Use panel discussions.

(2) Use course or activity completion certificates.

Procedures Used in Evaluation

The following five procedures received an average rating in effectiveness and were being used by more than 75 percent of the young farmer teachers:

(1) Use findings of the evaluation to obtain public support.

(2) Use findings of the evaluation to improve the program.

(3) Instruments should be brief and uncomplicated.

(4) Should be a continuous process based upon program objectives.

(5) Make use of informal evaluations, such as informal discussions with community leaders.

The following two procedures received an average rating in effectiveness and were being used by 50 to 75 percent of the teachers:

(1) Make use of informal evaluations, such as utilization of planning committees.

(2) Coordinate with the agricultural education advisory committee.

Conclusions

Based on an analysis of the data presented in the study, it is concluded that:

(1) The young farmer teachers who provided the data were qualified by their experience to make valid judgements on all procedures used in the study.

(2) The procedures in all five categories of conducting young farmer programs included in the summary, constitute a comprehensive list of procedures for conducting young farmer programs.

(3) The procedures which were rated the highest in effectiveness in conducting young farmer programs were generally being used by the highest percentage of the teachers.

(4) Generally, as agriculture teachers in Virginia gain more experience in teaching young farmers, they tend to rank the procedures used in conducting young farmer programs at a higher rate of effectiveness.

(5) No procedures were evaluated as being very effective in conducting the young farmer programs in Virginia. This suggest that many procedures have to be combined or used at the same time to create a very effective young farmer program.

Recommendations

Based on the data secured in the study and the conclusions, the following recommendations are made:

(1) The in-service training guide for young farmer programs should be revised to include the procedures which were identified and recommended in this study.

(2) The teacher-training and supervisory staffs in Virginia should place more emphasis on the procedures which were identified and recommended in this study as one means of increasing the effectiveness of young farmer programs.

(3) The procedures which were rated average and higher in effectiveness and were being used by more than 50 percent of the teachers, should be used as a guide in conducting the young farmer programs in Virginia.

(4) The procedures which were rated average in effectiveness and were being used by less than 50 percent of the teachers should be used only after exhausting all efforts to use those procedures rated higher and used by a higher percentage of young farmer teachers.

(5) Additional studies should be conducted as follows:

(a) To have the members of the young farmer organizations in Virginia evaluate the effectiveness of the procedures being used in conducting young farmer programs.

(b) Conduct a similar study for the adult farmer phase of the agricultural education program.

(c) Make comparisons to similar studies in other states.

(d) Conduct in-depth studies of each of the five categories in this study.

(e) To determine more adequate procedures for evaluating young farmer programs.

APPENDIX

Ranking of Methods and Techniques Used in Conducting the Young Farmer Program of Virginia

This questionnaire pertains only to the young farmer phase of the agricultural education service area of Virginia. It is divided into two major parts: general information and methods and techniques used in conducting the program. The methods and techniques part is subdivided into five categories.

Part I. General Information

Name_____ School_____

Address_____

1. Number of agriculture teachers in your school:

   Number_____

2. Your experience in teaching agriculture:

   Years_____

3. Your experience in teaching young farmers:

   Years_____

4. Your level of instruction:

   Junior High_____

   Senior High_____

   Other_____

5. Are you provided extra reimbursement for teaching young farmers?

   Yes_____

   No_____

6. Is your organization affiliated with the State Association?

   Yes____

   No_____

7. Approximate number of members:

   Under 35 years of age_____

   Over 35 years of age_____

Part II. Methods and Techniques Used in Conducting Young Farmer Programs

(If you have used the method or technique, circle "yes," then rate its effectiveness by circling the appropriate number to the right. If you have not used the method or technique, circle "no" and proceed to the next method or technique.)

Key: 1 = not effective 2 = below average 3 = average 4 = above average 5 = very effective

Methods and Techniques Used in Conducting Young Farmer Programs	Used		Low to High Effectiveness				
	Yes	No					
Category A - Locating and Enrolling. Rate the effectiveness of the following in locating and enrolling members:							
1. Advisory council members	Yes	No	1	2	3	4	5
2. Members of community organizations	Yes	No	1	2	3	4	5
3. Former students	Yes	No	1	2	3	4	5
4. Personal contact, face to face, by the instructor on the member's farm or business	Yes	No	1	2	3	4	5
5. Present young farmer members	Yes	No	1	2	3	4	5
6. Adult farmers	Yes	No	1	2	3	4	5
7. Other teachers	Yes	No	1	2	3	4	5
8. Conduct a membership drive each year	Yes	No	1	2	3	4	5
9. Invite members through the use of:							
a. letters	Yes	No	1	2	3	4	5
b. phone calls	Yes	No	1	2	3	4	5
c. postcards	Yes	No	1	2	3	4	5
d. newspaper announcements	Yes	No	1	2	3	4	5
e. radio announcements	Yes	No	1	2	3	4	5
10. Obtain necessary administrative approval and support - discuss potential advantages to the school	Yes	No	1	2	3	4	5
11. List other methods or techniques used							
_____	Yes	No	1	2	3	4	5
_____	Yes	No	1	2	3	4	5

Methods and Techniques Used in Conducting Young Farmer Programs	Used Yes	Used No	Low to High Effectiveness 1	2	3	4	5
Category B: Determining Instructional Needs. Rate the effectiveness of the following in determining the instructional needs of the members:							
1. Survey the following to determine member needs:							
a. present members	Yes	No	1	2	3	4	5
b. former members	Yes	No	1	2	3	4	5
c. advisory council members	Yes	No	1	2	3	4	5
d. specialists from agricultural agencies	Yes	No	1	2	3	4	5
e. successful farmers	Yes	No	1	2	3	4	5
f. successful agricultural businessmen	Yes	No	1	2	3	4	5
g. teachers with existing programs	Yes	No	1	2	3	4	5
2. Participate in community activities	Yes	No	1	2	3	4	5
3. Use data secured from farming programs of members - such as production yields in relation to county and state average	Yes	No	1	2	3	4	5
4. Review the previous years instructional programs to determine what has been taught, previous problems discussed and the results obtained	Yes	No	1	2	3	4	5
5. Consider the following in relation to the members' instructional needs:							
a. educational level	Yes	No	1	2	3	4	5
b. work experience	Yes	No	1	2	3	4	5
c. family goals	Yes	No	1	2	3	4	5
d. social goals	Yes	No	1	2	3	4	5
e. economic goals	Yes	No	1	2	3	4	5
6. Consider the objectives of:							
a. local farm organizations	Yes	No	1	2	3	4	5
b. agricultural agencies such as the Agricultural Extension Service, Soil Conservation Service, etc.	Yes	No	1	2	3	4	5

Methods and Techniques Used in Conducting Young Farmer Programs	Used Yes	Used No	Low to High Effectiveness 1	2	3	4	5
7. List other methods or techniques used							
_____	Yes	No	1	2	3	4	5
_____	Yes	No	1	2	3	4	5
Category C: Planning the Instructional Program. Rate the effectiveness of the following in planning the instructional program:							
1. Keep objectives simple	Yes	No	1	2	3	4	5
2. Have planning or executive committee study the needs of the group and submit the proposed activities to the membership for final acceptance	Yes	No	1	2	3	4	5
3. Have each member serve on at least one committee and be charged with carrying out certain activities	Yes	No	1	2	3	4	5
4. Hold regular meetings of the executive committee to plan meeting agenda	Yes	No	1	2	3	4	5
5. Utilize specific committees to carry out young farmer functions	Yes	No	1	2	3	4	5
6. Schedule meetings far in advance and be very hesitant to switch dates of meetings and activities	Yes	No	1	2	3	4	5
7. Include the following activities during the year:							
a. community service	Yes	No	1	2	3	4	5
b. leadership	Yes	No	1	2	3	4	5
c. cooperative buying or marketing	Yes	No	1	2	3	4	5
d. joint meetings with other agricultural groups	Yes	No	1	2	3	4	5
e. recreation and social gatherings with families	Yes	No	1	2	3	4	5
f. improving the home farm	Yes	No	1	2	3	4	5
g. competitive events	Yes	No	1	2	3	4	5
h. tours of selected farms or businesses	Yes	No	1	2	3	4	5

Methods and Techniques Used in Conducting Young Farmer Programs	Used		Low to High Effectiveness				
	Yes	No					
8. Prepare a list of topics or subjects from which the members can choose	Yes	No	1	2	3	4	5
9. After a resource person has made a presentation, the instructor should plan to summarize the presentation	Yes	No	1	2	3	4	5
10. Schedule tentive dates according to logical sequence, seasonality and number of sessions needed for each subject	Yes	No	1	2	3	4	5
11. Send copies of program of activities to:							
a. members	Yes	No	1	2	3	4	5
b. school administration	Yes	No	1	2	3	4	5
c. consultants, specialists and resource personnel	Yes	No	1	2	3	4	5
12. Work closely with FFA-related activities	Yes	No	1	2	3	4	5
13. Have members attend state and national meeting and report to local chapter	Yes	No	1	2	3	4	5
14. Prepare news articles for the local paper	Yes	No	1	2	3	4	5
15. Invite state officers to speak to the group	Yes	No	1	2	3	4	5
16. Provide leadership training for officers at separate meetings from the members	Yes	No	1	2	3	4	5
17. Provide proper ventilation, good lighting, adequate heat, and comfortable seats informally arranged	Yes	No	1	2	3	4	5
18. Hold an annual banquet	Yes	No	1	2	3	4	5
19. List other methods or techniques used							
_____	Yes	No	1	2	3	4	5
_____	Yes	No	1	2	3	4	5

Methods and Techniques Used in Conducting Young Farmer Programs	Used		Low to High Effectiveness				
	Yes	No					
Category D: Providing Instruction. Rate the effectiveness of the following in providing instruction:							
1. Begin and close on time	Yes	No	1	2	3	4	5
2. Use a variety of instructional methods	Yes	No	1	2	3	4	5
3. Use less formal teaching techniques than for high school classes	Yes	No	1	2	3	4	5
4. Use teaching procedures known to be effective with adults:							
a. demonstrations	Yes	No	1	2	3	4	5
b. resource persons	Yes	No	1	2	3	4	5
c. panel discussions	Yes	No	1	2	3	4	5
d. informal discussions	Yes	No	1	2	3	4	5
e. field trips	Yes	No	1	2	3	4	5
f. tours	Yes	No	1	2	3	4	5
g. lecture with question and answer session afterwards	Yes	No	1	2	3	4	5
h. group projects	Yes	No	1	2	3	4	5
i. on-farm instruction	Yes	No	1	2	3	4	5
5. Create a learner-centered atmosphere by:							
a. being a good listener	Yes	No	1	2	3	4	5
b. encouraging everyone to participate	Yes	No	1	2	3	4	5
c. finding out what each person already knows	Yes	No	1	2	3	4	5
d. expressing a desire to take class members into partnership as teachers	Yes	No	1	2	3	4	5
e. fostering a "one for all and all for one" spirit among the group	Yes	No	1	2	3	4	5
f. encouraging members to share experiences	Yes	No	1	2	3	4	5

Methods and Techniques Used in Conducting Young Farmer Programs	Used		Low to High Effectiveness				
	Yes	No					
g. involve members in group interaction	Yes	No	1	2	3	4	5
h. encouraging members to ask relevant questions	Yes	No	1	2	3	4	5
6. Provide for small group or individual instruction as needed	Yes	No	1	2	3	4	5
7. Encourage informality by:							
a. informal dress	Yes	No	1	2	3	4	5
b. informal seating arrangements	Yes	No	1	2	3	4	5
c. use of first names	Yes	No	1	2	3	4	5
d. making all members feel welcome and a part of the group	Yes	No	1	2	3	4	5
e. provision of light refreshments	Yes	No	1	2	3	4	5
f. learning the names of each member as soon as possible	Yes	No	1	2	3	4	5
8. Conduct meetings according to correct parliamentary procedure to insure fairness and efficiency	Yes	No	1	2	3	4	5
9. Conduct meetings with dispatch, yet with consideration and courtesy to all	Yes	No	1	2	3	4	5
10. Follow your teaching plan to prevent wandering from the subject	Yes	No	1	2	3	4	5
11. State the title of the topic in concise understandable terms that are meaningful to the learners	Yes	No	1	2	3	4	5
12. Present lessons in simple, understandable terms	Yes	No	1	2	3	4	5
13. Personalize the instruction by using the possessive form of "you"	Yes	No	1	2	3	4	5
14. Proceed from the easy to the difficult and simple to complex	Yes	No	1	2	3	4	5
15. State thoughts positively without being dogmatic	Yes	No	1	2	3	4	5
16. Deal with the actual problem and use common materials for purposes of illustration	Yes	No	1	2	3	4	5
17. Be careful not to "talk down" to members	Yes	No	1	2	3	4	5

Methods and Techniques Used in Conducting Young Farmer Programs	Used		Low to High Effectiveness				
	Yes	No					
18. In discussions, use words that are familiar, short, vivid and concrete	Yes	No	1	2	3	4	5
19. Avoid repetition of "pet" words or phrases	Yes	No	1	2	3	4	5
20. Avoid monopolizing the discussion	Yes	No	1	2	3	4	5
21. Use emphasis in the voice to avoid monotone	Yes	No	1	2	3	4	5
22. Speak to the class rather than to the chalkboard	Yes	No	1	2	3	4	5
23. Encourage everyone to speak loud enough to be heard	Yes	No	1	2	3	4	5
24. Use a subject-related joke when needed to arouse fresh interest	Yes	No	1	2	3	4	5
25. Provide a display of current agricultural magazines	Yes	No	1	2	3	4	5
26. Use course or activity completion certificates	Yes	No	1	2	3	4	5
27. List other methods and techniques used							
_____	Yes	No	1	2	3	4	5
_____	Yes	No	1	2	3	4	5

Category E: Evaluation. Rate the effectiveness of the following in evaluating the program:

1. Should be a continuous process based upon program objectives	Yes	No	1	2	3	4	5
2. Instruments should be brief and uncomplicated	Yes	No	1	2	3	4	5
3. Coordinate with the agricultural education advisory council	Yes	No	1	2	3	4	5
4. Make use of informal evaluations, such as:							
a. Utilization of planning committees	Yes	No	1	2	3	4	5
b. Informal discussion with community leaders	Yes	No	1	2	3	4	5
5. Use findings of the evaluation to:							
a. improve the program	Yes	No	1	2	3	4	5
b. obtaining public support	Yes	No	1	2	3	4	5